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ABSTRACT

This fifth in a series of six learning modules on student vocational organizations is designed to assist secondary and postsecondary vocational teachers in developing additional supervision and management techniques needed to ensure that the student vocational organization is functioning smoothly and effectively. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading (covering supervision and evaluation), self-check quizzes, model answers, a case study, model critique, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on student vocational organizations are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (SH)

ED149118

MODULE

H-5

Supervise Activities of the Student Vocational Organization

MODULE H-5 OF CATEGORY H—STUDENT VOCATIONAL ORGANIZATION PROFESSIONAL TEACHER EDUCATION MODULE SERIES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 014 354

FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Director
The Center for Vocational Education

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning and preparation. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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Engineering Center
Athens, Georgia 30602

The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

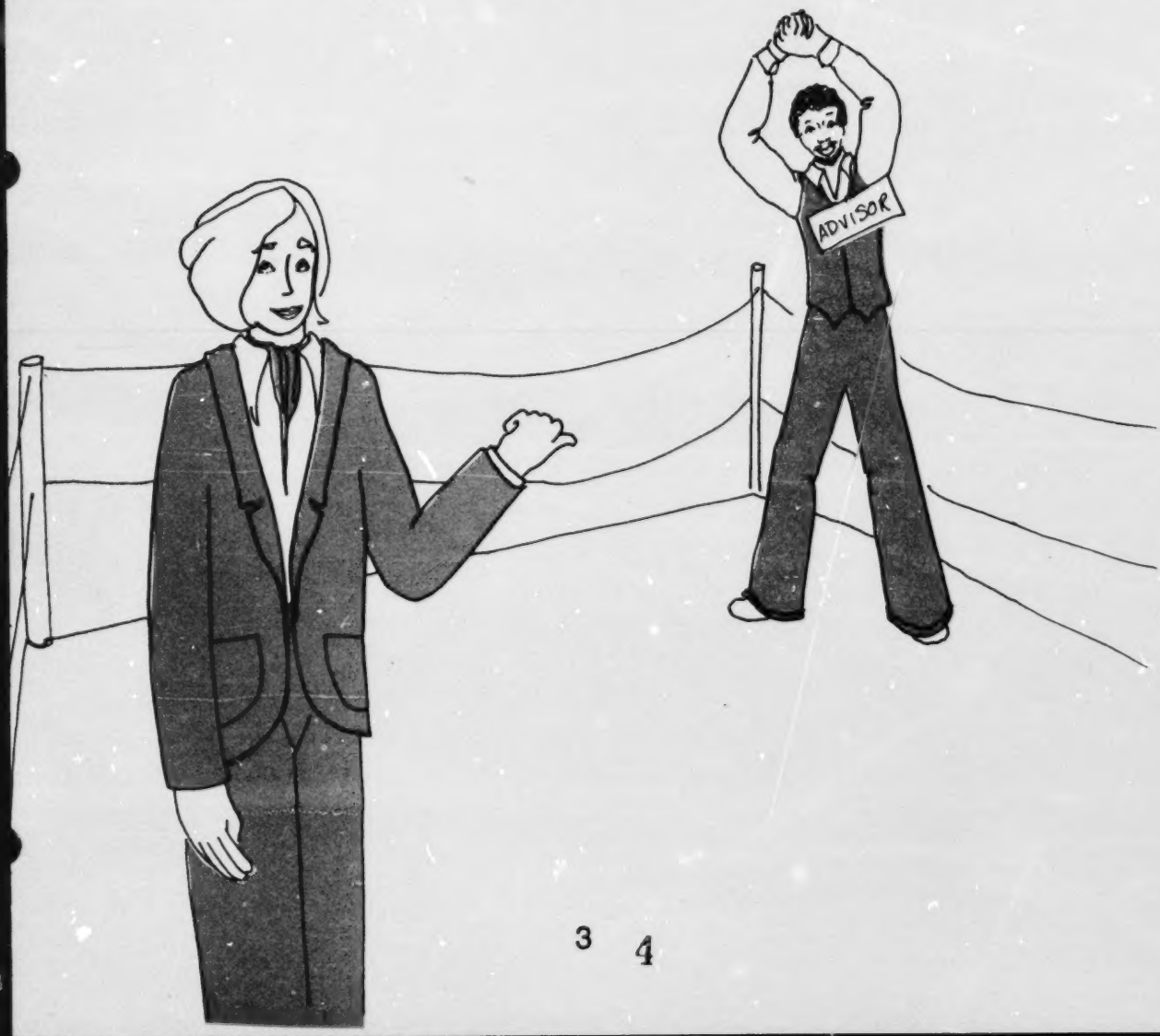
As the advisor of a student vocational organization, you have the opportunity to assist in the development of a meaningful program of activities and in stimulating students to participate actively in chapter events providing real-world experiences. These experiences will allow students to develop leadership, citizenship, character, poise, and communication skills.

The degree to which these qualities are attained by your students depends to a great extent upon your effectiveness as an advisor. You are the one most responsible for directing the learning activities provided by the organization as a part of your total effort in the program of vocational education.

Supporting every successful club activity is a **motivated** and **well-organized advisor** who is able to inspire students to achieve their best. The advisor also needs to be capable of directing, leading, and **supervising** activities to their completion.

The successful advisor develops the abilities of students to adequately conduct chapter activities. He/she sees that appropriate publicity brings attention to the club activity. He/she assists students in evaluating the club activities and reporting to the state and national organization. Appropriate emphasis is given to the chapter's role in regional, state, and national events. (It should be noted that some organizations refer to the local unit as a "chapter" and others as a "club"; in this module, the terms are used interchangeably.)

This module will assist you in developing additional supervision and management techniques you need to ensure that the chapter is functioning smoothly and effectively.



ABOUT THIS MODULE

Objectives

Terminal Objective: While serving as an advisor in an actual school situation, supervise the activities of a student vocational organization. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 31–32 (*Learning Experience III*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the important considerations involved in supervising the activities of a student vocational organization (*Learning Experience I*).
2. Given a case study describing one advisor's procedures for supervising the activities of a student vocational organization, critique the performance of that advisor. (*Learning Experience II*).

Prerequisites

To complete this module, you must have developed a personal philosophy concerning student vocational organizations, and you must have competency in establishing a student vocational organization. If you do not already have these competencies, meet with your resource person to determine what method you will use to gain these skills. One option is to complete the information and practice activities in the following modules:

- *Develop a Personal Philosophy Concerning Student Vocational Organizations*, Module H–1
- *Establish a Student Vocational Organization*, Module H–2

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of those resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Required

The official handbook and associated materials for the student vocational organization in your service area to review.

Optional

An experienced student vocational organization advisor with whom you can consult.

Learning Experience II

Optional

3–5 peers to work with you in developing a list of publications for a chapter library and/or the content and format for a chapter scrapbook.

Learning Experience III

Required

An actual school situation in which you can supervise activities of a student vocational organization.

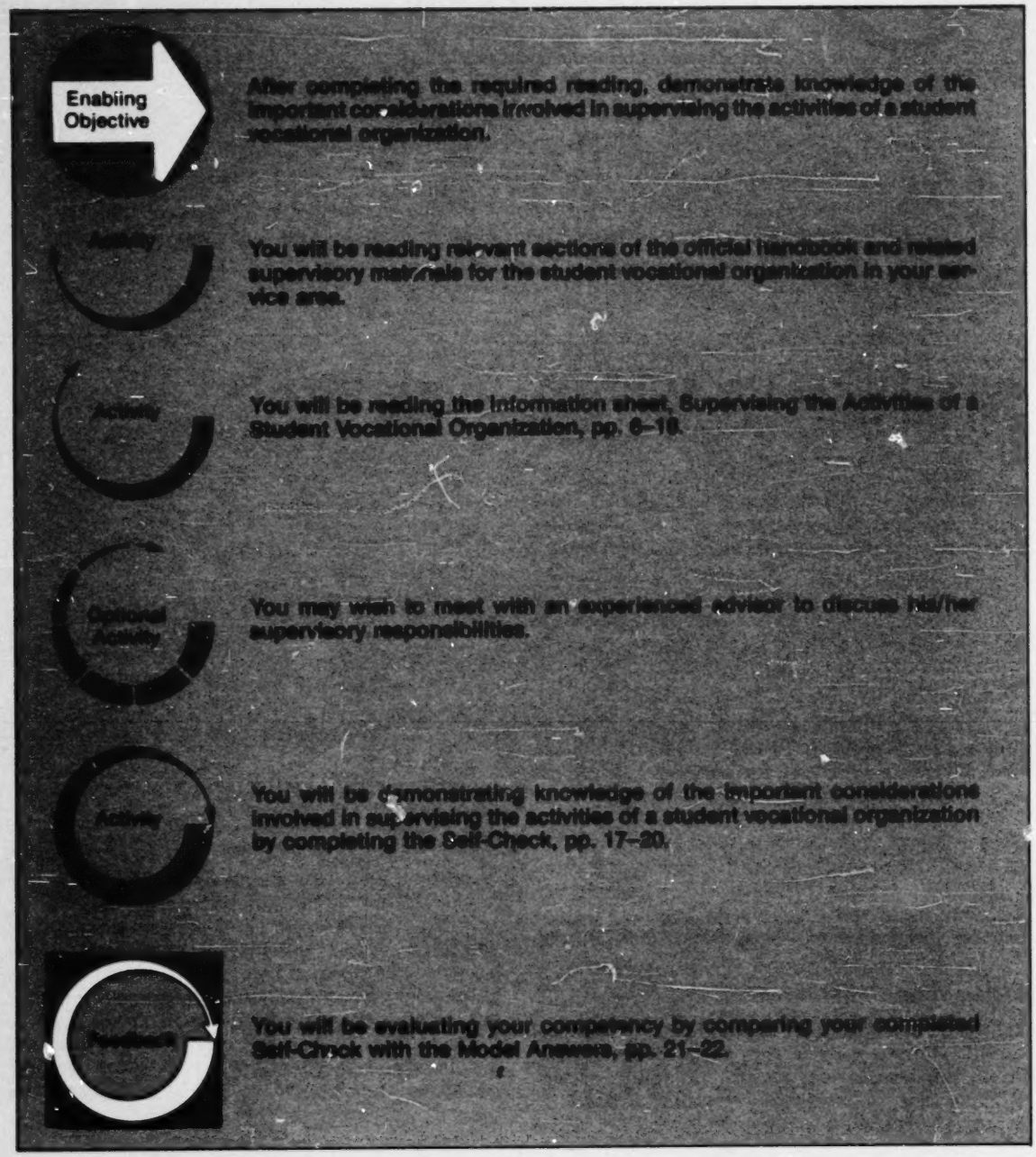
A resource person to assess your competency in supervising the activities of a student vocational organization.

This module covers performance element numbers 283–285, 288, 290, 291, 293, 298 from Calvin J. Cotrell *et al., Model Curricula for Vocational and Technical Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

OVERVIEW



Enabling Objective

After completing the required reading, demonstrate knowledge of the important considerations involved in supervising the activities of a student vocational organization.

Activity

You will be reading relevant sections of the official handbook and related supervisory materials for the student vocational organization in your service area.

Activity

You will be reading the information sheet, Supervising the Activities of a Student Vocational Organization, pp. 6–16.

Optional Activity

You may wish to meet with an experienced advisor to discuss his/her supervisory responsibilities.

Activity

You will be demonstrating knowledge of the important considerations involved in supervising the activities of a student vocational organization by completing the Self-Check, pp. 17–20.

Feedback

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 21–22.

Obtain the official handbook for the student vocational organization in your service area, and review sections related to—

- the advisor's overall responsibilities
- publicizing the organization
- maintaining a file of publications or chapter library
- developing a chapter scrapbook
- evaluating the organization
- preparing state and national reports

Also, obtain from the state and/or national organizations any materials concerning the advisor's role and responsibilities and review these materials.

For information on the advisor's responsibilities in supervising the activities of a student vocational organization, read the following information sheet:

SUPERVISING THE ACTIVITIES OF A STUDENT VOCATIONAL ORGANIZATION

Essential to the successful operation of any student vocational organization is an informed, well-organized, and motivated advisor. Efficient supervision of the total club program requires (1) a thorough knowledge of, and commitment to, the wide variety of duties involved, (2) the ability to identify and manage human and material resources to assist with the program, and (3) attention to the many details which make up the day-to-day operation of the club.

The advisor must be an individual who is able to help students prepare a news release to publicize club activities; work with the advisory committee, school administration, and others to evaluate the organization; prepare and submit state and national reports; maintain a chapter library; and, in general, supervise all activities of the organization. He/she must be able to do all these things in such a way that the members retain the primary leadership responsibilities for the operation of their club.

Supervising Activities

The official handbook for the student vocational organization in your service area will usually devote considerable space to explaining the responsibilities of the local advisor, including your supervisory responsibilities. You need to review this material carefully.

In addition, you should check **school policy** to determine the rules and regulations covering the supervision of the organization. For example, your school may have a rule stating that all club activities must be supervised by the advisor and approved by the school administration, or regulations governing after-school activities, trips, etc. Some school systems will have printed guidelines to assist you in your advisory role. If not, you should work with the school administration in defining and outlining the supervisory responsibilities of a student vocational organization advisor. Sample 1 contains excerpts from one school system's board-adopted policy for the supervision of a vocational youth club.

SAMPLE 1

LOCAL ADVISORS OF STUDENT VOCATIONAL ORGANIZATIONS: BOARD POLICY AND ADMINISTRATIVE PROCEDURES

Duties and Responsibilities

Student vocational organization advisors are directly responsible to the school administration of the school district.

Advisors are responsible for organizing and coordinating all club activities.

Advisors are responsible for attending weekly meetings to report (using the Activity Report Form) the progress of club activities to the administration.

Each advisor is responsible for preparing an annual report on his/her organization's program and his/her involvement in it. The report is to be submitted to the administration for evaluation and review.

Specific Duties

Develop an overall written plan for club activities.

Obtain administrative approval from the Director of Pupil Personnel for all activities.

Chaperone or provide adult supervision for all educational, social, community, athletic, etc., club activities.

Obtain administrative approval for all news releases concerning club activities.

Monitor and obtain administrative approval for all fund-raising activities.

Supervising Public Relations

Good public relations is important to the success of any organization which depends on public support or which is ultimately responsible to the community. The student vocational organization is an integral part of the vocational education program of the school and, as such, its activities are of concern and interest to the community. As advisor, one of your key responsibilities is to assist members in **publicizing** their organization to gain community support for chapter activities, recognition of members' achievement, cooperation of parents and concerned others, and the interest of prospective members.

To provide this help, you need to be familiar with the various **media** (newspapers, radio, T.V., exhibits, displays, brochures, community presentations) through which chapter activities can be publicized, and with the proper procedures for making use of them. Your official handbook and the associated materials provided by the state and national organizations will include information and suggestions for handling chapter publicity. For example, these materials will cover how to plan a publicity program for the chapter, how to write a news release, do's and don'ts in the presentation

of a radio or T.V. show, ways to get your story published, etc.[1]

In most clubs, the **reporter** and a **public relations committee** have responsibility for chapter publicity. As advisor, you need to make sure these

members have the information and skills they need to perform this vital function. They may, for example, need some direction in determining just what is worthy of publicizing. You could provide them with a list such as the following to guide them in giving a full and balanced picture of chapter activities and accomplishments.

- community or school service projects
- field trips
- leadership workshops
- special guest speakers or seminars
- contests
- outstanding accomplishments of members
- special events such as open house, career day, employer-employee banquet
- scholarships
- special sports events

Choosing the most appropriate medium for presenting the message is essential to successful publicity, and you should be prepared to assist students in deciding how best to inform various publics about chapter activities. Suggest that they survey the school and community to determine what publicity outlets are available; what newspapers are read, and radio and T.V. shows tuned in, by various segments of the community; what public service and educational radio and T.V. time is available; etc.

Local newspapers, and radio and television stations provide the broadest means of publicizing your chapter's accomplishments. An inviting way to stimulate the interest of the media in your club is to have a committee of students, or perhaps the whole club, visit the local newspaper, radio and T.V. stations.

Individuals working in the media will often take time to explain their work and to suggest possible contributions to your club activities. The visit also provides an opportunity for the media to become knowledgeable about your activities—be prepared with brochures and information concerning your club. You may provide them with copies of your calendar of activities to use for future news coverage.

Students will need to be assisted in preparing **news releases** for newspapers, radio, and T.V. There are standard formats and procedures to be followed in writing such releases and getting them printed or on the air. Media personnel can provide guidelines for writing acceptable copy, and for the steps to follow in submitting it. An English or journalism teacher can be of help to students. Members responsible for publicity should be directed to seek this help and to study sections in the handbook related to writing news releases and articles.

Most schools have policies regarding news releases relative to any activity involving the school system. Be certain all news releases and public relations efforts are brought to the attention of school authorities. This, again, gives another op-

portunity for your local club to communicate with school officials and involve them in your club activities.

The interested advisor will also wish to explore other methods of publicizing club activities and events. Activities to give the club continuous visibility include—

- window displays for both school and community
- bulletin boards in the classroom or school
- special exhibits at county or state fairs
- student visits to, and student speakers at, civic

1. To gain skill in the various techniques for publicizing and promoting the vocational program, you may wish to refer to modules in Category G: School-Community Relations.

events and meetings of local service organizations

This visibility will be a valuable asset in maintaining the interest of students and the general public in the organization.

Supervising the Development of a Chapter Scrapbook

Any publicity about the club should be placed in the **chapter scrapbook** as a record of events and members' achievements, and for future reference in planning public relations efforts. Supervising the development of this scrapbook is another important function of the advisor.

This activity provides a system of recording the annual activities and events of your local student vocational organization. Reviewing the annual scrapbook is also a good method for giving recognition and support to those individuals who made the organization work, as well as of providing a future blueprint.

The scrapbook can be a guide for the future planning of your youth program. Future program planners will not have to "reinvent the wheel," but will be able to review past activities and, it is hoped, improve their implementation.

Generally, a scrapbook is of great interest to parents, school authorities and faculties, individuals from business, civic leaders, advisory committee members, and other interested individuals. The advisor will need to provide exposure for the scrapbook by making it easily **accessible.** You will find that the members will spend many proud hours sharing its contents with interested individuals and friends.

It is often wise to select a student committee to be responsible for this activity. The advisor should work with the committee. To stress the importance of the activity, he/she should also periodically review the progress of the project.

All chapter committee chairpersons should be instructed to maintain a close working relationship with the scrapbook committee to see that appropriate information and materials are provided for the scrapbook. This should be a "prestige" committee to encourage the other members to support the development of the scrapbook.

Guidelines must be established to develop a **format** for the scrapbook. Since many of the student vocational organizations have specific contests to judge and evaluate chapter or club notebooks, reference to the particular **contest manual** will provide the needed organizational information. Student vocational organizations without such contest events may wish to review the contest materials of other organizations to gather ideas for a format for their scrapbook. A scrapbook might include some or all of the following items—

- membership statistics
- officers—committees
- official chapter bylaws, etc.
- initiation of officers (photos and program)
- business meetings
- social activities
- community projects
- publicity
- program—assembly—service clubs
- talks—demonstrations
- alumni
- meetings (district, state and regional, national)
- contests—winners
- outstanding activities—banquet
- individual members—photos
- advisory committee—photos

Photographs, news articles, and programs should be collected. These should be appropriately placed and arranged with brief notes describing the activity. If the members of the committee in charge develop the scrapbook in a continuous, day-by-day manner and secure contributions from the members, the project can become the subject of wide interest.

The chapter or club can help by providing photographs, equipment, and a budget adequate to meet the requirements of a good scrapbook. A camera to take color pictures, relatively reasonable in price, should be available to the committee and all members. A little instruction on the use of the camera and planning to get coverage of the events will usually result in usable prints. When all members are involved, the development of the scrapbook can become an excellent learning experience.

Maintaining a File of Publications

The chapter scrapbook is one of the resources which should be available to members in a **chapter library or file.** In addition, there are many other good materials and publications available to assist the advisor and members in the operation of a local student vocational organization. Most of the organizations have excellent materials and handbooks that have been produced by the state and national organizations for use by local clubs. Additionally, there are many, many leadership books, magazines, brochures, and various materials that can be a real bonus to your club operation.

The advisor, utilizing the assistance of other individuals such as the school librarian or learning resource person, officers of local civic organizations, school authorities, and business leaders and managers, should actively seek these materials for use by members. Such materials can be used by

the advisor and students in many of the leadership activities of the club. These materials may also be excellent sources of class study in some of your leadership sessions. However they are used, keep these materials visible and in use—their worth depends upon their circulation.

Books, publications, memos, club records and forms, etc., should be accessible. They should not be lost or filed where they cannot be found. The advisor should establish a library or filing system to provide easy access when these documents are needed. The local librarian may have some suggestions, but usually a simple (legal size) four-drawer filing cabinet will work well. Following are many of the publications and materials which might be filed for reference by members and other interested persons.

official guide
handbook
constitution and bylaws
calendars
scrapbook
annual reports
chapter evaluation
program materials
correspondence
budget and financial reports (treasurer's book)
minutes of meetings (secretary's book)
activity plans and reports
historian's records
individual member activities
nomination election materials
membership reports
chapter officer reports
ceremonies—conduct of meetings, parliamentary procedure
stationery, stamps, supplies
district materials
state materials
national materials
leadership resource materials
Robert's Rules of Order
degree or recognition program records

A complete file can be a valuable aid in selecting activities, in setting goals, in planning things to do, and in assigning responsibilities to club members. It can be of immeasurable help in arriving at probable costs and needed facilities. As you develop and use a file of activities, you will appreciate its importance in the effective supervision of your program.

The advisor and the club secretary should take the responsibility for maintaining the file. Space should be set aside to accommodate the activities and reports essential for the operation of a quality program. For each of the activity sections in the file, have the chairperson of that activity committee submit a complete report to the secretary on what was done to fulfill the assignment, what facilities, materials, etc., were used, who was contacted to get the tasks completed, what costs were incurred, what resulted from the project, and what should be done to improve the operation.

This process keeps the files active and up to date. It also teaches the members how to use the filing system and locate needed resources. A good file can be effective in helping to successfully conduct even sizable projects with a minimum of effort.

Supervising the Preparation of State and National Reports

The library or file you develop and maintain (or assist a student committee in devising) should include copies of the **state reports** most local clubs are expected to complete and submit. In most instances, the local advisor is provided with these materials through a **regular statewide mailing.**

However, in some cases it is the responsibility of the advisor to secure the forms for reporting to the various state associations. Additionally, some of the local organizations file reports and evaluations with the regional or district level of the state. The advisor should become familiar with this process to fulfill requirements for affiliation.

The reports usually ask for information relative to local program enrollments, local membership, and club activities. In many cases this information is needed by the state advisor to provide data in the filing of state reports with the various national organizations.

Some of the reporting involves the filing of prospective local candidates for regional, district, or state award or degree recognition. Other reporting identifies candidates for office, competitors in contests, special chapter recognition, safety awards and other committee recognition, and any information necessary for the planning and evaluating of regional, district, and state programs and events.

As with other activities in the student vocational organization, the reporting process should be cleared with local school authorities. It may be wise to involve school authorities or officials in the actual reporting process. (This, of course, gives additional opportunities for their direct involvement in the organization.) As the reports are completed and approved, copies may be given to school officials as well as retained for use by the local club.

Supervising the Evaluation of the Student Vocational Organization

Many of the reporting systems used by local clubs for responding to regional, district, and state requests for information could also be an excellent basis for local **evaluation.** This evaluation information can be of great value in planning activities and programs for the local chapter or club. Evaluation is the key to improvement in any program or activity. It should be continuous, and should focus on both the procedures and the outcomes. As such, it requires a steady flow of information (such as that contained in state and national reports) to help those concerned make informed decisions about program strengths or areas needing change.

As an advisor, you need to be a competent evaluator as you supervise the total club program. You also need to help students learn how to evaluate their progress and that of the chapter in terms of their own personal goals and of the objectives of the club.

One of the strengths of the student vocational organization is that it provides a program planned and implemented by students. Thus, they have a real stake in their evaluation of themselves and the program. As students learn firsthand the process and the results of careful evaluation, which forms the basis for good judgment and intelligent action, they also gain experience in data-based decision-making and problem-solving.

You should recognize the importance of evaluation in teaching. Encourage student self-evaluation and the continuous evaluation of the activities in the program of their chapter or club. The evaluation process should begin at the start of the school year when the program is set up. For example, the program committee will need to evaluate last year's program of activities, and make decisions about activities which should be retained, modified, or eliminated.

If, during the year, the purposes of the program have not been met, the program should be modified by eliminating some activities and/or adding others. This information should be obtained, filed, and used in planning new programs. Develop a bank of information so committee members can perform their tasks successfully. Probably the best measure of program effectiveness is a review of the evaluation of activities by separate areas. Forms for evaluating the overall program are sometimes available from state advisors in the separate services.

Samples 2, 3, and 4 are evaluation forms that may be adapted to your local situation.

Supervising Participation in District, Regional, State, and National Activities

Your planning and management skills, as well as your own enthusiasm and ability to motivate others, are brought into play as you encourage active participation of members in student vocational organization **activities beyond the local level.**

All of the student vocational organizations have activities and events beyond the local level. As your students distinguish themselves at these events, your local club or chapter gains visibility and prestige. Interaction with other students and clubs at district, regional, state, and national events will generate great enthusiasm for continued excellence at the local level. Each advisor should give special attention to preparing members for the many and varied activities beyond the local level.

As with other areas related to the vocational youth activity, the local advisor should keep up to date on these events. Planning is particularly important, because some of these activities involve local preparation and registration with the district, region, or state. This is true of such activities as **degree or awards recognition** in which deadlines for local preparation must be met. The same is true for entry into the various **competitive activities** common to most student vocational organizations. Preparing students for **district, regional, and state offices** involves preparation and time limitations. As an advisor, select activities early and plan, with your officers and the general membership, to be ready.

As with other activities involving students, be certain school policy is reviewed and discussed with school authorities. These events take students away from the school, which demands special attention to the legal responsibility of the school and club advisor. See that the students fully understand their responsibilities and the importance of their full cooperation. The dignity and prestige of your organization can be increased if the students understand that their good conduct plays a major role in this effort.

Out-of-town meetings also call for special arrangements for housing accommodations and financial arrangements for the expenses of the trip. Meals and registration costs must also be considered as the plans are developed for your club's participation in these activities. It may be wise to involve student committees in planning for these events—another opportunity for students to plan and carry out leadership activities.

SAMPLE 2

MONTHLY PROJECT EVALUATION

PROJECT _____ VOCATIONAL CLUB _____

COMMITTEE _____ SCHOOL _____

CHAIRPERSON _____ CITY _____

NUMBER ON COMMITTEE _____ CHAPTER ADVISOR _____

DATE PROJECT INITIATED _____

SCHEDULED COMPLETION DATE _____

CHAPTER GOAL PROJECT DESIGNED FOR _____

HOW MANY MEETINGS HAVE BEEN HELD? _____

HOW MANY SUBCOMMITTEE MEETINGS HAVE BEEN HELD? _____

CURRENT STATUS OF PROJECT _____

_____

_____

WHAT HAS HELPED THE PROJECT? _____

_____

_____

WHAT (IF ANYTHING) IS IMPEDING THE PROJECT? _____

_____

RECOMMENDATIONS _____

_____

COPIES TO: Chairperson, Advisor, Committee File

SAMPLE 3

MONTHLY EVALUATION

DATE: _____

_____

_____

_____

PROFESSIONAL AREA _____

NUMBER OF STUDENTS ENROLLED _____

NUMBER OF STUDENT ORGANIZATION MEMBERS _____

MEETING DATES _____

HOW MANY MEMBERS WERE PRESENT _____

THIS MEETING WAS CHAPTER _____ ALL SCHOOL _____

WHAT WAS AGENDA FOR THE MEETINGS

_____ 5. _____

_____ 6. _____

_____ 7. _____

_____ 8. _____

WHAT COMMITTEES WERE APPOINTED OR REPORTED TO THE GROUP?

_____ 5. _____

_____ 6. _____

_____ 7. _____

_____ 8. _____

WHAT ACTIVITIES WERE PLANNED OR CARRIED OUT?

_____ 5. _____

_____ 6. _____

_____ 7. _____

_____ 8. _____

TELL BRIEFLY HOW THIS MEETING OR ACTIVITY CARRIED OUT THE YEARLY PROGRAM OF WORK OR CHAPTER GOALS.

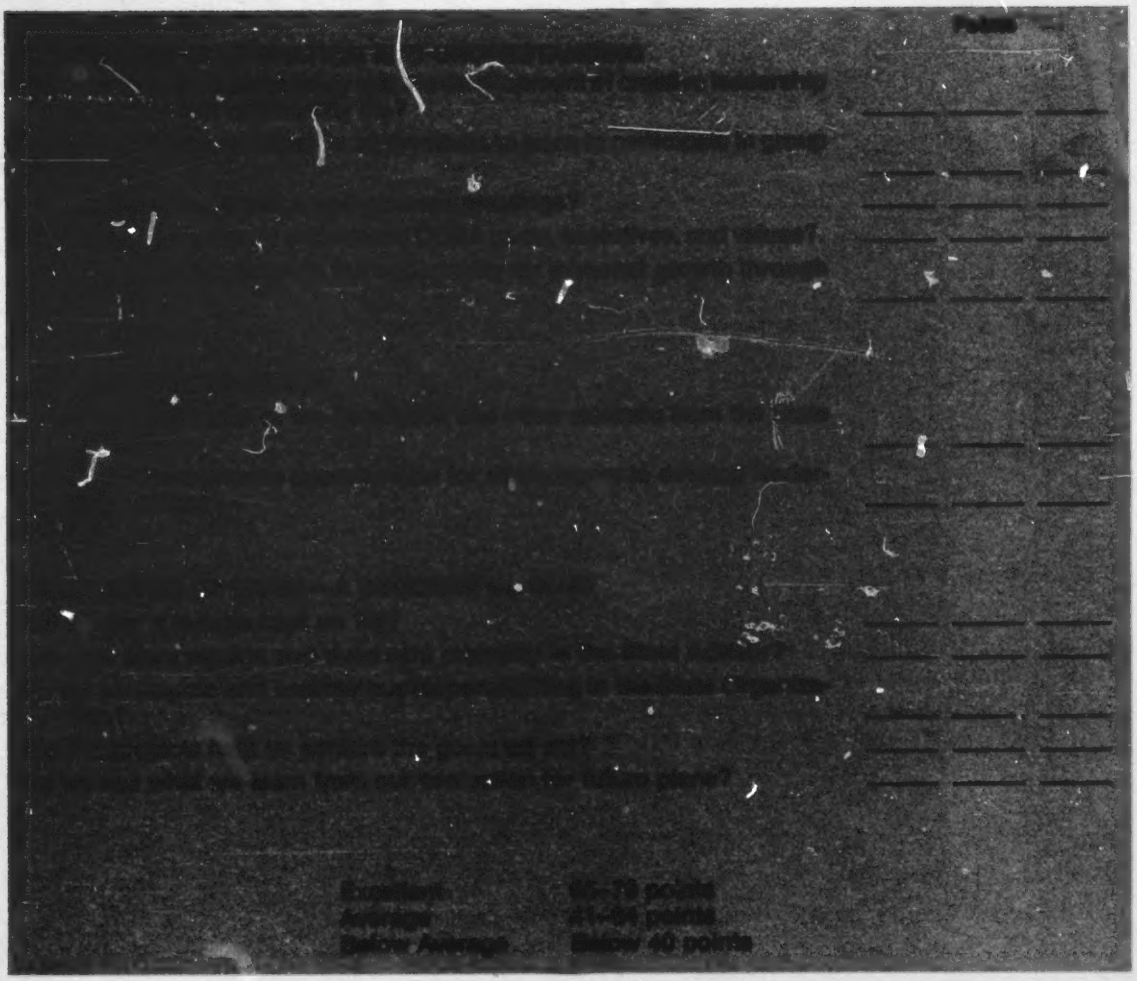
SAMPLE 4

OVERALL EVALUATION

STOP AND EVALUATE YOUR OOEA CLUB[2]

	Points		
ACTIVE COOPERATION	**3**	**2**	**1**
Are our members interested, active, cooperative, and informed?	____	____	____
Are our advisors referred to for advice?	____	____	____
Does each member appear or assist with an activity during the year?	____	____	____
Is a real effort made to find the abilities of each member?	____	____	____
PROGRAM OF WORK			
Are our activities based on OOEA purposes?	____	____	____
Has a program of work been planned by our club?	____	____	____
Is our program of work organized so that it is easily understood by all members?	____	____	____
Is our program of work planned early in the year and are later activities carried out according to this plan?	____	____	____
Is OOEA part of the Office Education Program?	____	____	____
GOOD ADVERTISING AND PUBLICITY			
How have we interpreted our OOEA program to the community and school?	____	____	____
Have we completed activities which help strengthen the school in our community?	____	____	____
OOEA ACTIVITIES			
Are we promoting training of students for the business world?	____	____	____
Have our activities helped our members grow in social graces?	____	____	____
Are our money-making projects educational and related to the OOEA goals?	____	____	____

2. Ohio Office Education Association, *Club Handbook* (Columbus, OH: OOEA, n.d.), pp. 25–26.



Optional Activity

You may wish to locate and meet with an experienced student vocational organization advisor. At this meeting, you could discuss his/her overall supervisory responsibilities (including written school policy), and examine and discuss—

- the chapter scrapbook
- blank and/or completed chapter evaluation forms
- news releases and other publicity items
- the chapter library or file of publications
- blank and/or completed state and national report forms

The following items check your comprehension of the material in the information sheet, Supervising the Activities of a Student Vocational Organization, pp. 6-16. Each of the seven items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. Why is a document describing the duties of the vocational organization advisor important to the local advisor?

2. Why is public relations important to the success of the vocational youth organization?

3. What printed information is important to the local club, and how are these materials found, organized, and stored?

4. How can a scrapbook be of assistance in planning future chapter activities?

5. Why is evaluation important to the club's success?

6. What information is usually requested in state and national reports?

7. What local preparation is necessary for club attendance at regional, district, state, and national meetings and conferences?

Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. A document listing and defining the supervisory responsibilities of the local advisor can help create an understanding between the advisor and the school administration. That is, it specifically defines the expectations of the school system as to the function of a local advisor. This understanding assists the instructor in his/her personal planning of his/her vocational curriculum and the activities within that curriculum.

2. The overall purpose of good public relations is to provide the kind of exposure for your club and its members that will strengthen the club. Effective publicity keeps the community informed about your activities, which gains support for your club and for the school, of which the club is an integral part. Recognition of members' achievements encourages these and other members to participate in club activities and creates pride in self and the organization. Prospective members may be encouraged to join through reading about or seeing your varied activities and the enthusiasm and success of your members.

   Additionally, of course, the experience of writing news releases, working with the media, and communicating with the public, can provide valuable leadership opportunities for members.

3. There are many leadership materials available to the local advisor to assist in the management and leadership of his/her local vocational club. These materials can be located by reviewing the many publications available from the state and national associations; working with the school librarian or learning resource person in your school; consulting with officers and members of civic and social organizations within your community; and reviewing materials used by local business leaders and managers.

   To allow easy access to these materials, the advisor should develop a filing or library system. A four-drawer filing cabinet or bookcase (or a combination of the two) can be used if the filing system is well organized. Once the system is established, review the process with the students so they, too, can find these materials when needed. Also, keep these materials in use by integrating this information with the local leadership training and vocational curriculum.

4. The scrapbook is an excellent vehicle for giving credit and recognition to those individuals who made the organization work. It also can provide valuable information for the future planners of your youth program. By reviewing the accomplishments of past vocational programs, the committees charged with the responsibility of developing the annual activities program will not have to start from scratch. Armed with the information provided by the annual scrapbook, these planners should be able to improve programming year by year as the organization grows.

5. Evaluation is an effective method of reviewing the progress and worth of activities. Continuous, careful evaluation provides opportunities for observation and adjustment to ensure that the objectives of the organization are being met. Periodic evaluation also ensures that the activities are meaningful and provide for student growth and leadership. The opportunity to develop skill in evaluation is also an excellent asset for students, who should be developing the decision-making skills involved to aid them in their work and personal lives.

6. The regional, district, state, and national structures of the vocational youth organizations need data from local clubs to assist in the planning and operation of those levels. The information requested is usually relative to local program enrollments, vocational club membership, and local vocational club activities. Some reports request information about prospective degree and award of recognition candidates. Other information is needed concerning candidates for regional, district, and state offices, and individuals interested in contests and awards offered beyond the local level. Reports are also necessary for special chapter recognition and safety awards.

7. As the club moves into activities beyond the

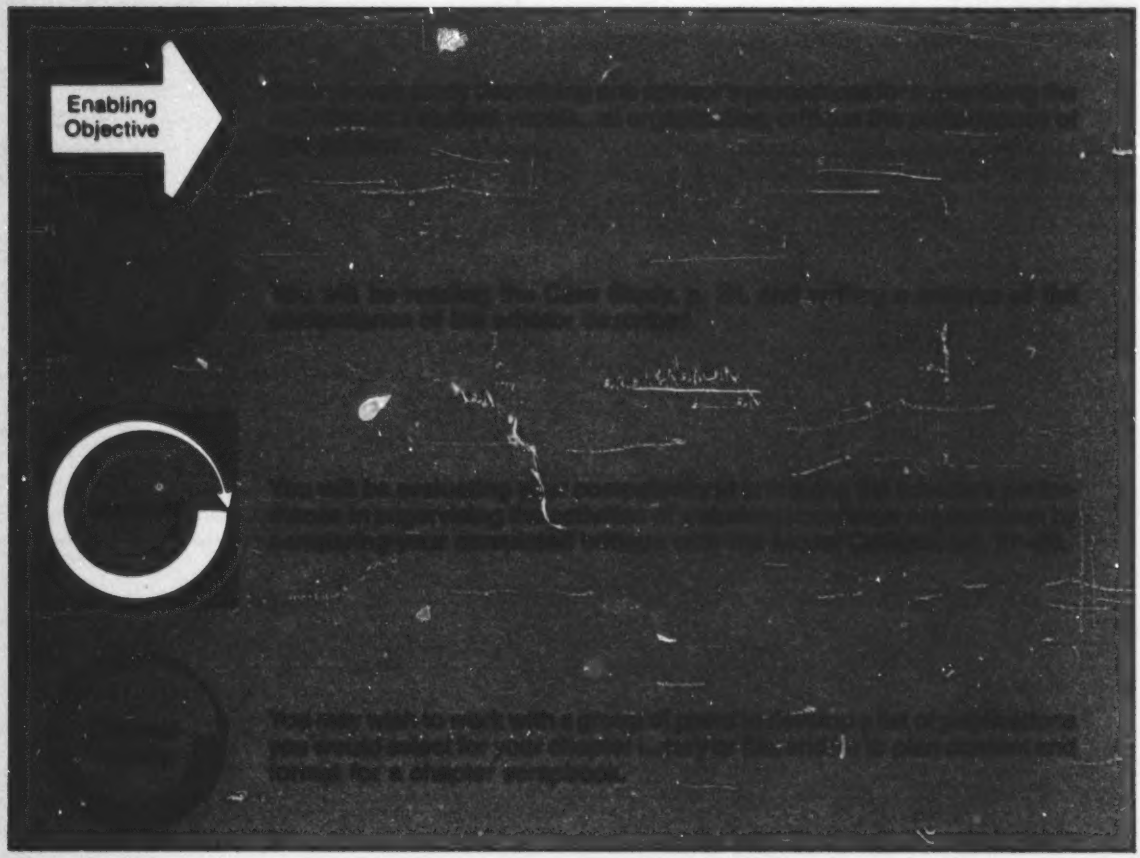
local level, special preparation and attention is necessary for your chapter's participation. Since most of these events demand local preparation, the advisor must plan to engage in activities at the local level that will have his/her chapter ready on time and registered for these events.

Special attention to school policies regarding students traveling and representing your school district must be reviewed with school authorities. Additionally, careful consideration should be given to transportation, housing, registration, meals, and the financing of the expenses of the event. Student committees are helpful in coordinating and getting ready for such activities.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Supervising the Activities of a Student Vocational Organization, pp. 6–16, or check with your resource person if necessary.

Learning Experience II

OVERVIEW



NOTES

The following Case Study describes the situation of a student vocational organization advisor whose club is not as effective as it could be. Read the situation described, and then explain in the space provided (1) the basic problem with Mr. Hackney's club program, and (2) how you would assist him in improving his club and generating interest among members.

CASE STUDY

Mr. Dudley Hackney is a vocational teacher in a school which offers vocational education in all the major service areas. Each service area has a student vocational organization with elected officers and a planned program of activities. The youth program has traditionally been well accepted by the school administration. A written list of advisor responsibilities has been developed and adopted as school policy.

Mr. Hackney has the weakest or least effective club within the school chapter. He is a second-year teacher and has not yet successfully integrated the youth program into his curriculum. His club has elected officers and a planned program of activities, but for the most part the activities have been rather uninspired and not too successful, and he has difficulty maintaining membership and meeting attendance.

As a fellow vocational educator with experience as a student vocational organization advisor, you have been asked to work with Mr. Hackney to improve his club. When you meet with Mr. Hackney to discuss the situation, you discover that—

- he has never checked school policy concerning the advisor's responsibilities
- he has no idea what the club's public relations committee has been doing
- he has heard of the chapter scrapbook, but thinks it involves unnecessary busywork
- he has difficulty locating the official handbook, buried somewhere amidst piles of materials in his office, and he can't find the last state report he is **sure** he filled out
- his evaluations of club activities and progress to date have been haphazard and subjective
- his students have never been involved in student vocational organization activities beyond the local level

NOTES

Compare your completed written critique of the Case Study with the Model Critique given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points.

MODEL CRITIQUE

If club activities have been uninspired thus far, it is probably because Mr. Hackney has not been very enthusiastic, and is doing a very uninspiring job of supervising club activities. It looks as though he either does not understand that a smooth-running and vital club program requires, on the part of the advisor, ability to plan, organize, and manage a variety of activities, details, and resources, or is simply lacking in these skills. Members' lack of enthusiasm is no doubt directly related to his own unenthusiastic approach, and his failure to provide a strong leadership model.

The first thing you can do for Mr. Hackney is to ask him to check school policy regarding the advisor's responsibilities, or to work with the administration in defining these responsibilities, and then discuss this with him. He does not have a clear picture of his role in the organization, and needs experienced advice in this area. You could also review the official handbook and related materials on the role of the advisor, and give him suggestions, based on your own experience, concerning a more efficient and committed approach to supervising the overall club program.

Mr. Hackney needs to do several things to keep members' interest, motivation, and belief in the organization, and to attract new members. His failure to properly supervise the public relations committee has probably led to a weak if not nonexistent program of publicity. Good public relations not only attracts the interest of nonmembers; it develops members' pride in themselves and the organization, and motivates them to continue planning and participating in worthwhile and interesting activities.

To help, you could provide information on and examples of your own public relations effort. If time permits, introduce him to individuals you may know in the news media. Offer to help him prepare news releases and news articles. You may wish to share your lesson plans for teaching students the correct methods of communicating with the news media and writing news releases. Perhaps some of your student members could work internally with his club to help orient them in their public relations efforts.

Mr. Hackney also needs to rethink his position on the chapter scrapbook. This is another excellent means of making public the good work of the club, developing member pride and enthusiasm, and providing a basis for future planning.

Use your scrapbook as a guide to assist him. Work directly with him in the initial stages of scrapbook development. See that a student committee in his class is selected to gather material and keep the club notebook up to date. Instruct the committee on working with the chapter-wide scrapbook committee so that the club's independent activities will be reflected in the school-wide scrapbook in the student vocational organization. Explain the use of the scrapbook as a "blueprint" for future planning of club activities.

One of Mr. Hackney's functions is to "prime the pump," to provide ideas, suggestions, and the right spark to get committees and individual members moving. To do this, he needs to keep up to date himself on what is going on in the student vocational organization at all levels, and to provide his students with the resources they need to plan and carry out activities designed to achieve individual and group objectives. The state of his office "filing system" indicates that Mr. Hackney has failed to provide this kind of assistance.

Help him to secure all of the available publications and materials from the offices of his state and national organizations. Explain, and assist him in finding, leadership materials available in libraries, from local civic and social organizations, and from local business leaders and managers. Help him work out an effective system of filing these materials and show him how to use these materials in leadership sessions, club activities, and classroom lesson plan development. Be sure to emphasize the importance of these materials to the success of the vocational program.

Interest, motivation, ideas for planning—these are essential ingredients in a successful student

vocational organization, and depend to a great extent on the advisor's attitude toward his/her supervisory role, as well as on his/her ability to manage efficiently the overall operation of the club. Mr. Hackney is not well organized or informed, and his program is suffering because of it.

His slipshod evaluation methods are undoubtedly an outgrowth of this lack of organization and knowledge of the resources available to him through the state and national organization. Suggest to Mr. Hackney that he establish an evaluation system to check the progress of his club activities. Show him how to use evaluation as a decision device that allows periodic observation and modification of activities to ensure successful completion of projects and events.

Using your own evaluation process, assist him in establishing evaluation criteria (usually based on chapter goals in chapter programs of work) to see if his club activities are contributing to the achievement of these goals. Emphasize the use of evaluations as checking devices for committee and club action, and see that these evaluations and a record of action taken are filed for future reference.

There is a good chance that Mr. Hackney's subjective evaluations are due in part to his failure to file and/or keep a record of the state and/or national reports, some of which can be used as local evaluation devices and in planning future activities. Discuss with him the various reports and their respective functions, show him how you have used them to aid you in evaluating your club and in keeping in touch with problems as well as progress. Stress the importance of observing preset deadlines for filing these reports and of following school policy regarding their filing, and help him devise a filing and record-keeping system for these and other important documents and publications.

Both Mr. Hackney's lack of enthusiasm and lack of organization are indicated in his reluctance to involve students in activities beyond the local level. Such involvement takes planning and leadership skills, and a real commitment to helping students grow through club participation.

Explain that the visibility of the local club effort is expanded as local members actively participate in district, regional, state, and national events. Describe the enthusiasm that can be generated for student vocational organizations as the result of student involvement in such extra-school activities. Be certain he is aware of the full range of these activities and understands and accepts the local preparation necessary for involvement in these events.

Identify for him the responsibility of the local advisor in planning for participation in such activities. Have him review school policy relative to taking students outside the school district. Review preparation and plans for transportation, housing, meals, registration, and the financing of these trips, and offer suggestions, based on your experience, for coordinating all these details.

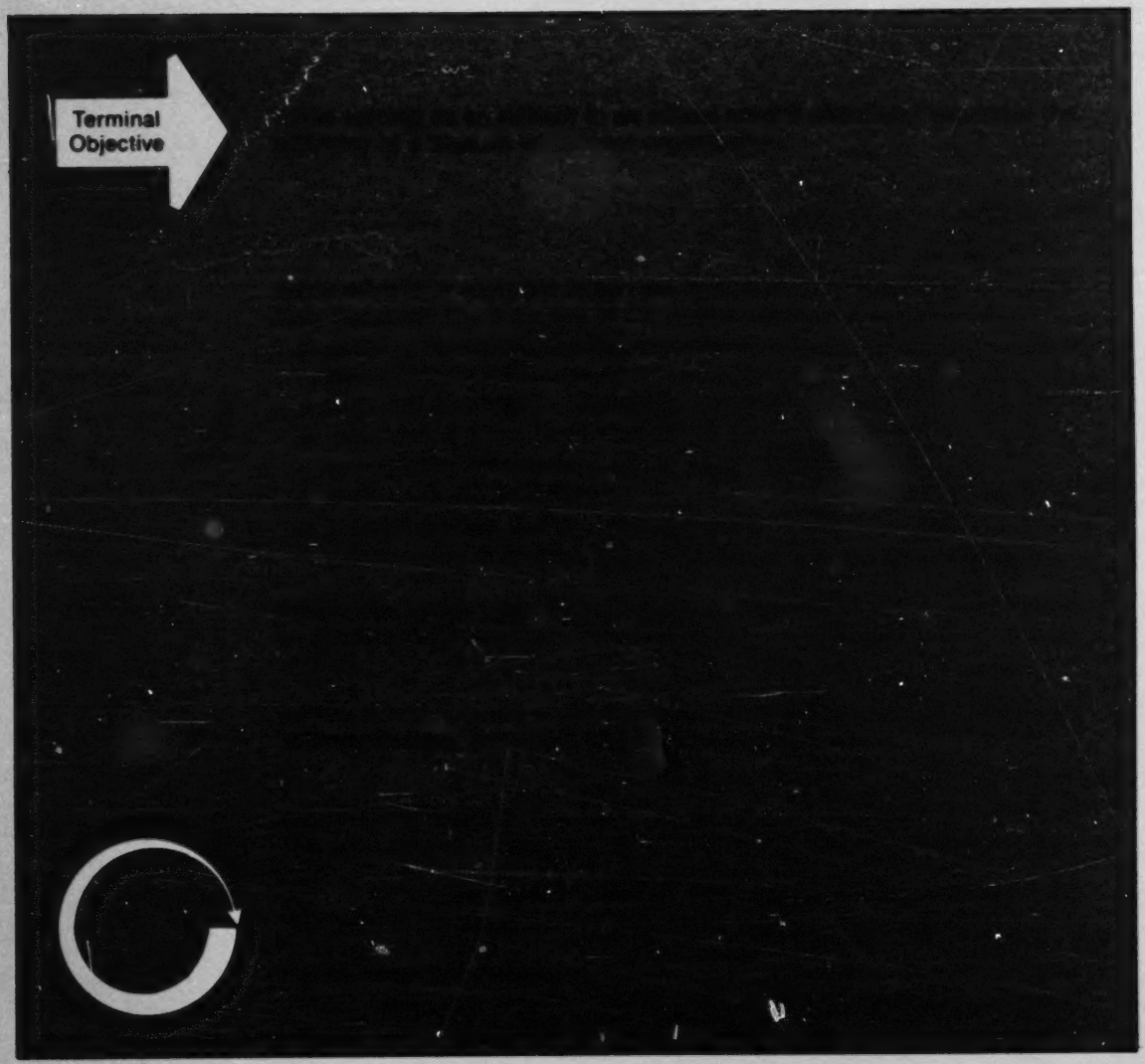
LEVEL OF PERFORMANCE: Your completed critique should have covered the same **major** points as the model response. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Supervising the Activities of a Student Vocational Organization, pp. 6–16, or check with your resource person if necessary.

You may wish to work with a group of three to five peers who are also taking this module to develop a list of the various reports, documents, handbooks, leadership materials, magazines, etc., you would want in your chapter library or file. You could also consider the kind of system you could set up to make these publications easily accessible and to encourage their use.

You might also wish to examine some chapter scrapbooks, and make some decisions about the kinds of items you would include in your scrapbook, and the type of format you would use. (Student committees will have responsibility for the chapter library and scrapbook, of course, but part of your supervisory role is to provide assistance and suggestions for these aspects of the program of activities.)

Learning Experience III

FINAL EXPERIENCE



*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Supervise Activities of the Student Vocational Organization (H–5)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

LEVEL OF PERFORMANCE

	N/A	None	Poor	Fair	Good	Excellent
In supervising the organization, the teacher:						
1. studied the official handbook and other materials related to the advisor's responsibilities	☐	☐	☐	☐	☐	☐
2. checked school policy to determine rules and regulations covering the supervisory role	☐	☐	☐	☐	☐	☐
3. kept the school administration and faculty informed of all chapter activities	☐	☐	☐	☐	☐	☐
4. familiarized himself/herself with the various media and their publicity procedures	☐	☐	☐	☐	☐	☐
5. assisted students in preparing and submitting news releases concerning chapter activities for T.V., radio, and/or newspapers	☐	☐	☐	☐	☐	☐
6. assisted students in using other publicity outlets, (e.g., exhibits, displays, brochures, community/school presentations)	☐	☐	☐	☐	☐	☐
7. ensured that all publicity was approved by the school administration	☐	☐	☐	☐	☐	☐
8. selected a student committee to develop a chapter scrapbook	☐	☐	☐	☐	☐	☐
9. assisted students in developing guidelines for the content and format of the scrapbook	☐	☐	☐	☐	☐	☐
10. encouraged members (officers, committees, etc.) to provide information, pictures, clippings, mementos, etc., for the scrapbook	☐	☐	☐	☐	☐	☐
11. arranged for the scrapbook to be easily accessible to members and interested others	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
12. selected a variety of resources (books, club records and reports, leadership materials, handbooks, magazines, brochures, etc.) to be included in the chapter library or file	☐	☐	☐	☐	☐	☐
13. developed a filing and/or library system to enable students to use and check out these materials	☐	☐	☐	☐	☐	☐
14. arranged for members to use the library or file as a resource in selecting, planning, and conducting activities	☐	☐	☐	☐	☐	☐
15. secured, completed, and submitted district, regional, state, and/or national reports as specified on the reporting forms	☐	☐	☐	☐	☐	☐
16. obtained administrative approval before submitting any reports	☐	☐	☐	☐	☐	☐
17. retained copies of the reports in local files	☐	☐	☐	☐	☐	☐
18. established an evaluation process which: a. was continuous	☐	☐	☐	☐	☐	☐
b. focused on both procedures and outcomes	☐	☐	☐	☐	☐	☐
c. was based on specific criteria	☐	☐	☐	☐	☐	☐
19. adapted or developed evaluation devices to assess various aspects of the club program	☐	☐	☐	☐	☐	☐
20. assisted students in using the evaluation process to determine strengths and weaknesses in the total club program	☐	☐	☐	☐	☐	☐
21. coordinated and supervised participation in district, regional, state, and/or national activities, including: a. reviewing dates and deadlines for registration	☐	☐	☐	☐	☐	☐
b. preparing students for participation	☐	☐	☐	☐	☐	☐
c. making arrangements for transportation, registration, housing, meals, and financing	☐	☐	☐	☐	☐	☐
d. clearing all trips with the school administration	☐	☐	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience **and** have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an inservice teacher would be functioning in an actual school situation. If you do **not** have access to an actual school situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevent.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A–1 Prepare for a Community Survey
A–2 Conduct a Community Survey
A–3 Report the Findings of a Community Survey
A–4 Organize an Occupational Advisory Committee
A–5 Maintain an Occupational Advisory Committee
A–6 Develop Program Goals and Objectives
A–7 Conduct an Occupational Analysis
A–8 Develop a Course of Study
A–9 Develop Long-Range Program Plans
A–10 Conduct a Student Follow-Up Study
A–11 Evaluate Your Vocational Program

Category B: Instructional Planning

B–1 Determine Needs and Interests of Students
B–2 Develop Student Performance Objectives
B–3 Develop a Unit of Instruction
B–4 Develop a Lesson Plan
B–5 Select Student Instructional Materials
B–6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C–1 Direct Field Trips
C–2 Conduct Group Discussions, Panel Discussions, and Symposiums
C–3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C–4 Direct Students in Instructing Other Students
C–5 Employ Simulation Techniques
C–6 Guide Student Study
C–7 Direct Student Laboratory Experience
C–8 Direct Students in Applying Problem-Solving Techniques
C–9 Employ the Project Method
C–10 Introduce a Lesson
C–11 Summarize a Lesson
C–12 Employ Oral Questioning Techniques
C–13 Employ Reinforcement Techniques
C–14 Provide Instruction for Slower and More Capable Learners
C–15 Present an Illustrated Talk
C–16 Demonstrate a Manipulative Skill
C–17 Demonstrate a Concept or Principle
C–18 Individualize Instruction
C–19 Employ the Team Teaching Approach
C–20 Use Subject Matter Experts to Present Information
C–21 Prepare Bulletin Boards and Exhibits
C–22 Present Information with Models, Real Objects, and Flannel Boards
C–23 Present Information with Overhead and Opaque Materials
C–24 Present Information with Filmstrips and Slides
C–25 Present Information with Films
C–26 Present Information with Audio Recordings
C–27 Present Information with Televised and Videotaped Materials
C–28 Employ Programmed Instruction
C–29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

D–1 Establish Student Performance Criteria
D–2 Assess Student Performance: Knowledge
D–3 Assess Student Performance: Attitudes
D–4 Assess Student Performance: Skills
D–5 Determine Student Grades
D–6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E–1 Project Instructional Resource Needs
E–2 Manage Your Budgeting and Reporting Responsibilities
E–3 Arrange for Improvement of Your Vocational Facilities
E–4 Maintain a Filing System
E–5 Provide for Student Safety
E–6 Provide for the First Aid Needs of Students
E–7 Assist Students in Developing Self-Discipline
E–8 Organize the Vocational Laboratory
E–9 Manage the Vocational Laboratory

Category F: Guidance

F–1 Gather Student Data Using Formal Data-Collection Techniques
F–2 Gather Student Data Through Personal Contacts
F–3 Use Conferences to Help Meet Student Needs
F–4 Provide Information on Educational and Career Opportunities
F–5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

G–1 Develop a School-Community Relations Plan for Your Vocational Program
G–2 Give Presentations to Promote Your Vocational Program
G–3 Develop Brochures to Promote Your Vocational Program
G–4 Prepare Displays to Promote Your Vocational Program
G–5 Prepare News Releases and Articles Concerning Your Vocational Program
G–6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G–7 Conduct an Open House
G–8 Work with Members of the Community
G–9 Work with State and Local Educators
G–10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

H–1 Develop a Personal Philosophy Concerning Student Vocational Organizations
H–2 Establish a Student Vocational Organization
H–3 Prepare Student Vocational Organization Members for Leadership Roles
H–4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
H–5 Supervise Activities of the Student Vocational Organization
H–6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

I–1 Keep Up-to-Date Professionally
I–2 Serve Your Teaching Profession
I–3 Develop an Active Personal Philosophy of Education
I–4 Serve the School and Community
I–5 Obtain a Suitable Teaching Position
I–6 Provide Laboratory Experiences for Prospective Teachers
I–7 Plan the Student Teaching Experience
I–8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J–1 Establish Guidelines for Your Cooperative Vocational Program
J–2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J–3 Enroll Students in Your Co-Op Program
J–4 Secure Training Stations for Your Co-Op Program
J–5 Place Co-Op Students on the Job
J–6 Develop the Training Ability of On-the-Job Instructors
J–7 Coordinate On-the-Job Instruction
J–8 Evaluate Co-Op Students' On-the-Job Performance
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